

# California Postsecondary Education Commission

## Improving Teacher Quality State Grants Program

### Project Description

Project Title	TEAMSS! Teacher Efficacy Affects Math and Science Success!		
Grant Amount: \$999,494	Grant Period: October 1, 2008* to September 30, 2012		
Grade Level: 3-5	Subject Matter: Math and Science		
Institute of Higher Education	<input type="checkbox"/> University of California, Irvine		
Local Education Agency	<input type="checkbox"/> Compton Unified School District		
Additional Partners:	<input type="checkbox"/>		
Need for Project/ Population To Be Served:	<p>The Compton Unified School District (CUSD) serves 28,761 students with an ethnic composition of 73% Hispanic/Latino, 25% African American and 2% other. 31.89% of relevant families fall below the poverty line. As a high poverty, high minority district, CUSD student achievement data reflect a clear case of the achievement gap that exists within our Nation's schools. Within the county of Los Angeles, CUSD schools, in particular those chosen for treatment in this grant, severely under perform both low poverty schools and low minority schools as shown below. A gap exists both for the economically disadvantaged subgroup (the entire district) as well as the minority subgroup(s) (also, the entire district).</p>		
Project Goals:	<p>This project intends to work in conjunction with the current K-2 SMILE in CUSD to provide a whole school approach to narrowing the achievement gap at the selected schools. It aims to increase student achievement in math, science, and English language arts using inter-related objectives that are based on "A Framework for Closing California's Achievement Gap" (2008)--Access, Culture and Climate, Expectations, and Strategies</p>		
Summary of Activities:	<p>The grant will serve all 3-5 grade level teachers in eight of the district's elementary schools with a project called "Teacher Efficacy Affects Math and Science Success (TEAMSS!)". An intensive leadership institute will prepare selected teachers as site leaders to lead Professional Learning Communities as well as summer and academic year professional development (PD). All teachers in the treatment schools will participate in two summer institutes as well as academic year PD to increase their science and mathematics knowledge and learn how to integrate English Language Development into lessons in these content areas. UCI is already providing math and science professional development to teachers of kindergarten through second grade in 16 Compton schools (including these 8) under a 2007 ITQ grant. Principals will receive educational leadership training and parents will be involved through family math and science nights.</p>		
Outcomes Expected:	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reduction of the achievement gaps in English language arts, mathematics, and science on CST between grades 3-5 TEAMSS! students and those less disadvantaged.</li> <li><input type="checkbox"/> Increase in teacher expectations of student performance and use of academic language.</li> <li><input type="checkbox"/> Increase in teacher confidence and classroom use of strategies aimed at raising achievement by English learners and special needs students.</li> <li><input type="checkbox"/> Identification of importance of PD and other intervention strategies for dissemination.</li> </ul> <p>Increase in support from principals and parents for student academic success .</p>		
Teachers Served	105	Students Served	
Project Website:			

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